

Idaho Building Capacity Project

School/District Cohort II Application

Pinehurst Elementary School

Kellogg Joint School District #391

PART I: School Data

Pinehurst Elementary School ISAT Results

Grades 3-5	Reading	White Reading	Econ Reading		Math	White Math	Econ Math	Third Indicator
2007	70.4%	73.73%	70.51%		81.45%	82.91%	80.52%	-8.61%
2008	69.6%	70.09%	67.53%		76.61%	75.86%	75%	-0.8%

Third indicator – Decrease the % of below basic students in reading & math

2007 Goals not met:

Reading Proficiency

3rd Indicator

White Reading Proficiency

Econ Reading Proficiency

2008 Goals not met:

Reading Proficiency

3rd Indicator

White Reading Proficiency

Econ Reading Proficiency

School Information:

Pinehurst Elementary School

201 S. 3rd St.

Pinehurst, ID 83850

Telephone: (208)682-2193

FAX: (208)682-2145

Principal: Mr. Paul Currie

Email: paul.currie@ksd391.org

Web address: www.ksd391.org/pes/

Kellogg School District #391

School Data:

Grade Levels: K-5

Rural

Enrollment: 253

Mission Statement:

The mission of Pinehurst Elementary is to create a positive educational environment, through collaboration with families, and the community to insure academic success for all students.

Vision Statement:

a vision of working together to create a safe, comfortable, updated, learning environment.

A school where students are highly motivated and develop a love for learning making them life-long learners.

Students will also show respect for themselves and others, as well as, being active participants in their learning and assessment.

A school in which parents are encouraged to be active participants in their children's education. Our school will also encourage the parents to be life-long learners.

A school in which the curriculum is appropriate for developing critical thinking, problem solvers, who will positively adapt to a changing world.

Motto and Guidelines for Success:

Be Responsible, Do Your Best, And Always Remember To Help The Rest

1. Be responsible
2. Always try
3. Do your best
4. Cooperate with others
5. Treat everyone with kindness and respect

Idaho Building Capacity Project

1: Narrative

Pinehurst Elementary School is in School Improvement Year 1 as a result of not achieving "Adequate Yearly Progress" in reading achievement. Reading achievement has been the area of challenge as mathematics achievement goals have been reached. The school was in Alert Status following the Idaho Standards Achievement Testing in the Spring of 2007. The Idaho Standards Achievement Testing in the Spring of 2008 was not adequate to reach the goal.

The school has undertaken initiatives to increase reading achievement. The school has implemented a Title 1 School Wide Plan. This plan has resulted in focusing resources towards reaching the reading achievement goals. The instructional staff has organized reading instruction utilizing best practices and scientifically research based materials. The school has implemented language arts instruction aligned with the Idaho Standards. The Pearson Scott Foresman materials have been procured and implemented. Instruction is organized into three segments; classroom teaching, small flexible reading skill groups, and intervention groups. Tier 2 and Tier 3 interventions include the use of text based intervention materials, Read Naturally techniques, individual and small group tutoring, Read Well strategies, and Building Blocks to Reading materials.

The instructors meet routinely to review student reading achievement data to inform instruction and group composition. The instructors have been trained in the use of progress monitoring methods. Twelve teachers have received Response to Intervention training and utilize the tools in addressing the challenges of individual students. Professional Development training has been provided to all instructors to use Dynamic Indicators of Basic Early Literacy Skills methods. Additional training has been focused on the development of learning communities. The staff is collaborative and cooperative in mapping the curriculum and content. Data is managed and analyzed using AIMSweb resources.

Parent Involvement is central to the schools operation. A Parent Involvement Policy is established and serves to authenticate the role of parents in the school. The local Parent Teacher Association is active and integrated into the state organization. Parent/Student/Teacher Compacts are established

and reviewed during Parent/Teacher Conferences. Parent involvement as volunteers is facilitated using the Community Helpers in Public Schools program. The Johns Hopkins University National Network of Partnership Schools program has been accessed.

Reading achievement has shown growth over time, but has not kept up with increasing achievement goals. The quality of instruction has been strengthened and has shown growth. It is the intention of the school to maintain the intense instructional focus on reading skills and refine the methods being utilized.

2: The Idaho Building Capacity Project would provide Pinehurst Elementary School with a capacity builder as a resource to improving student achievement. The school would realize benefit from assistance in reviewing and revising current program practices. The expertise of a Capacity Builder familiar with the challenges of subgroup populations in rural Idaho would be invaluable. It is anticipated that guidance in developing and refining progress monitoring programs will be provided. Input in maintaining performance success in mathematics achievement will be proactive in supporting the learning of the general school population and identified subgroups. The school is very open to information on practices and programs to be considered and recommended by a Capacity Builder.

3: The possibility of accessing the resources available within the Idaho Building Capacity Project has been shared with the staff and the PTA. This staff and the parents expressed openness and readiness for the available support. There will be future opportunities to engage the staff and parents in the project as it develops. The staff and parents have shown understanding and support in working toward addressing the school's achievement challenges.

4: Pinehurst Elementary School is committed to providing the students with the learning opportunities to reach the reading achievement goals and the learning challenges of the 21st Century. We are ready to work smarter along with the commitment to hard work we devote to the students' education. Our goal is to have a robust system of support for each child's education. It is imperative that we provide the students with the tools to be the life-long learners envisioned in our goal statements.

5: Being included in the Idaho Building Capacity Project is appropriate because Pinehurst Elementary School is in need of making changes and is ready to work with resources to make strategic changes. Through the project, alternative programs and ideas could be explored and possibly implemented for the purpose of increasing student performance. Many effective instructional components are in place, but collaboration with the resources available in the project would facilitate improvement at the school. We anticipate positive support and positive results that we then could celebrate. It would be the best outcome to be able to celebrate success with the Project and a Capacity Builder.

Part II: District Data

Kellogg Joint School District #391

Grades 3-8 and 10	Reading	White Reading	Econ Reading	SWD Reading	Math	White Math	Econ Math	SWD Math	Third Indicator
2007	76.01%	76.66%	68.1%	40.19%	72.45%	72.85%	67.12%	45.79%	84.15%
2008	81.87%	82.09%	74.86%	40%	75.93%	75.49%	67.67%	39.39%	88.89%
2007 Goals not met: Reading Proficiency 3 rd Indicator White Reading Proficiency Econ Reading Proficiency Econ Math Proficiency SWD Math Proficiency SWD Reading Proficiency					2008 Goals not met: Econ Math Proficiency SWD Reading Proficiency SWD Math Proficiency				

Joint School District #391

800 Bunker Avenue

Kellogg, Idaho 83837

Phone: 208-784-1348

FAX: 208-786-3331

Website: www.sd391.org

Superintendent: Mrs. Sandra Pommerening, EdSp.

Strategic Plan of the Kellogg School District (available on website) – 2008:

Mission Statement:

The mission of the Kellogg School District, in a partnership of students, parents, educators, and community members is to ensure a safe, nurturing environment where people are challenged to achieve:

1. Individual responsibility
2. Academic excellence
3. Personal success, and
4. Life-long learning

1. Kellogg Joint School is a small, rural district with a decreasing enrollment. The free and reduced lunch count consistently hovers around 50 % (48.19% for 2007). There is little ethnic diversity, with most students identified as "white". There are no LEP or migrant students in the district. AYP at the district level has improved for many of the subgroups, but the increase in achievement has not met current requirements.

Schools are identifying individual students who have not scored proficient and are providing

interventions and remediation activities, which have been met with some success.

- Two elementary schools and the middle school have begun using RtI to help identify students who lack skills in reading and math.
 - Some intervention materials have been purchased for each level, elementary and secondary and staff has received training in the most appropriate presentations methods.
 - Some of the programs/curriculums are Reading Street®, a tier 3 reading intervention published by Scott Foresman, Language1, Transitional Mathematics, Math Bridges and Six-Minute Solution.
 - Elementary school staff members meet frequently to identify student progress in reading and re-evaluate the appropriate level of intervention/extension.
 - Elementary schools, the middle school and all special education staff will be trained to use AimsWeb as a vehicle to track student performance
2. The Capacity Builder would serve as a sounding board for the district SIP, reviewing the plan and offering suggestions for improving it. We see that person as a resource to the district and schools to better use the available programs and activities to increase student achievement. We would also like the CB to help with monitoring and providing technical support, bringing expertise from his/her trainings.
 3. The district office will support the IBC project works at the school level by providing opportunities for that person to work with staff – using substitute teachers, early release days, as well as any office equipment and secretarial support that can help the Capacity Builder in his/her role.
 4. We expect the outcome of our participation to be increased student achievement. We would also expect that our staff will become better prepared to identify individual student needs, collaborate to find the best intervention or enrichment for continuous improvement, and monitor that progress of improvement.
 5. Kellogg School District staff members are aware that many students are not yet making the progress necessary to be proficient in the areas of reading and mathematics. They have worked to become proficient in interpreting the ISAT data and continue to learn ways to collaborate with each other. Grade level teams, school support teams, and supplemental service providers (special education and Title I staff) are committed to working together to find appropriate solutions to some very difficult problems. The Capacity Builder would be welcomed to help provide a different perspective of the problems and help develop solutions.

Part III: Required Application Signatures

Paul Currie

Principal

10.16.08

Date

Andrea Rommeren

Superintendent

10-29-08

Date

[Signature]

School Board Chairman

10-29-08

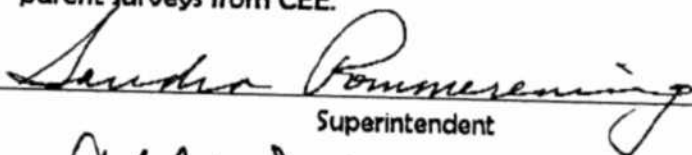
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Part IV: Performance Agreement

Please review the attached Performance Agreement that outlines the agreed upon responsibilities of all participating parties in the IBC project: Idaho State Department of Education, Regional Support Centers, Participating Districts, and Participating Schools. A copy of the Performance Agreement with Required School and District signatures must accompany all applications. If selected, Idaho State Department of Education and Regional Support Center signatures will be added and a copy of the completed Performance Agreement returned to participating schools and districts.

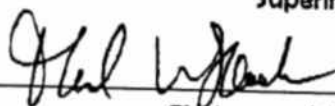
The District agrees to:

- Spend the entirety of the IBC grant award (\$38,000) in contracted services with an approved IBC provider.
- Effectively utilize the Capacity Builders' services and engage in IBC activities.
- Provide a plan as to how the local School Board will be engaged in the IBC project.
- Support principal(s) in creating change that will align with the district vision and result in increased student achievement.
- Provide executive sponsorship by establishing the IBC project as a high priority of the district.
- Appoint a district project contact that will oversee and coordinate the work of the IBC project and school / district leaders (strategic planning, communication, project details, progress monitoring, etc.).
- Support the administration of the required staff survey from CEE and the optional student and parent surveys from CEE.


Superintendent

10-29-08

Date



Chairman of the School Board

10-29-08

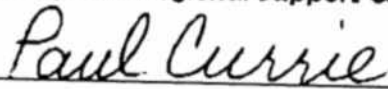
Date

District Leadership Team*

Date

The School agrees to:

- Effectively utilize the Capacity Builders' services and engage in IBC activities.
- Lead change that will result in increased student achievement.
- Establish the IBC as a high priority of the school.
- Promote staff participation in IBC activities.
- Administer the required staff survey from the Center for Educational Effectiveness (CEE) and the optional student and parent surveys from CEE by the end of January (surveys will be provided through the Regional Support Centers).



School Principal

10-16-08

Date

School Leadership Team*

Date

* Signature Not Required